

CHAPTER II

LITERATURE REVIEW

A. The Motivation

According (Djamarah 2002:114), motivation is an energy changed within the person characterized by affective arousal and anticipatory goal reactions. This definition contains three elements:

1. Motivation begins in an energy change in the person. Although we know the organic base for some energy changes, for many motivates the exact organic nature of this change is unknown.
2. Motivation is characterized by affective arousal. A number of terms have been used to describe this feeling state. Subjectively it may be characterized emotion.
3. Motivation is characterized by anticipatory goal reactions. The motivated person makes responses, which lead him to a goal, the function of which is to reduce the tension created change in him.

Based on the theories above, it can be concluded that motivation is very important to achieve the goal besides, motivation is also a set of stimulus inside of human body, which is not observable directly. It can increase one's activities in gaining his or her objectives. (Septikawati, 2007:8) states that motivation is commonly

through of as an inner, impulse, emotion, or desire that moves one particular action. It means motivation consists of various aspects, as follows:

1. Emotion is excitement of the feeling.
2. Desire is a strong wish.
3. Impulse is a sudden desire to act.
4. Inner drive is a pressure to do something from inside.

Each aspect can arise one's motivation in doing something. Furthermore, Douglas says more specifically, human beings universally have needs or drives that are or less innate, yet their intensity is environmentally conditioned. There are six desires or needs of human organism that are commonly identified which undergo the construct of motivation as follows:

1. The need for exploration, for human seeing and probing unknown.
2. The need for manipulation, for operation on for environment.
3. The need for activity, for movement and exercise, both physical and fundamental.
4. The need for stimulation, the need to be stimulated by the environment by other people or by ideas thoughts and feeling.

5. The need for knowledge, the need to process and internalize the result of explanation, manipulation, activity, and stimulation to solve contradiction, to quest for solution to problem and self-consistent system of knowledge.

6. Finally, the need for ego enhancement, for the self to be unknown and to be accepted and approved of by others.

(Douglas Brown, 2000:160) states that motivation is pushing and strength in an individual to do specific purpose which wish to be reached means that purpose is thing beyond people so that people activities are more directionally because they will try more spirit and active in doing something. Motivation draft that has correlation with someone attitude can be classification into the following aspects:

1. Someone likes to do something. He/she will be motivated if he/she likes the activity.
2. If someone feels sure, he/she will impel to do the activity.

According to (Septikawati, 2007:9), Motivation is an extremely important factor in successful language acquisition. They state there are two types of motivation. They are:

1. Extrinsic motivation

Extrinsic motivation is caused by external factors such as a desire to be assimilated into the culture of the speakers of English, the prospect of gaining entry into a college or university or getting paid job, a desire for praise and recognition from fellow students and teachers. External factors include:

- a. Family factor (parent role and attention, relationship among family members, home situation, economic, and cultural background).
- b. School factor (Teaching method, curriculum, relationship between teacher and students, relationship between students and students, school discipline, lesson tool, school time, condition of school, learning method, homework).
- c. Society factor (student activity in society mass media, friend and others). These factors can influence students learning motivation. It means that motivation drives, behavior from someone in doing something.

2. Intrinsic motivation

Intrinsic motivation is keenness or desire to learn English for its own sake. For example, a student who comes into a family that has a very positive attitude towards English will also have a love for the language and will want to master it to

the best of his ability. (Raffani 1996:3) states that intrinsic motivation is choosing to do an activity for no compelling reason, beyond the satisfaction derived from the activity itself. It's what motivates us to do something when we do not have to do anything. From this statement we can conclude that intrinsic motivation comes from the learner himself, because the learner has the basic physique to achieve self-actualization and conquer the challenging situation. Moreover, (Brown 1994:164) says that extrinsic motivation is carried out in anticipation of a reward from outside and beyond the self. The examples of this reward are money, prize, grades, punishment, etc. teachers, parents, friends, the surrounding and society usually give the extrinsic motivation. Based on the ideas above, it can be understood that someone's behavior arises because of specific motivation. Motivation can be intrinsic or extrinsic. Consequently, motivation is very important because it can activate someone's behavior in order to attain the goal. It may also refer to an activity that directs a person or a thing to be active when there would be need to reach based on what

someone wishes to do. For this reason, (Sardiman 1984:75) subdivides motivation as follows:

a. To encourage a person to do something that is courage and may release someone's energy such an encouragement becomes a motor from which any activities are done

b. To determine direction for which something is done, that a directed goal to be reached in the form of activities for the formulated objectives

c. To be selective action, that is a cohesive activity being done for any varied objective in an attempt to distinguish between the good and bad thing.

(Septikawati, 2007:11) states that motivated students are more successful than others in their attempts to learn English. The characteristics of successful language learners or motivated language learners are illustrated as follow:

a. They have positive attitudes towards English and speakers of English.

b. They learn English for some reasons:

1) Because they wish to interact with other speakers of English.

2) Because they wish to further their education.

3) Because they wish to get a better paid job.

4) Because they wish to read books, magazine, etc in English.

c. They make an effort to get into situation where English is used and they use English as often as they can.

d. They consciously try out new strategy for learning and remembering new topic, new words, and their meaning.

e. They prepare to take risk, they make mistakes and they learn from the mistakes that they make. They achieve success and develop competence, and this motives them to learn more. The criteria of students that have high motivation are:

a. Feel enthusiastic if he/she is successful in learning.

b. Determine realistic purpose and responsibility risks by him self.

c. Do something just for achievement not for being powerful.

d. Want feedback from their achievement.

e. Have initiative behavior when measure than other people. High motivation from students influences their attitude and achievement in learning English.

Another aspect of motivation is tied to a person's perseverance a motivated person is willing to work hard, even if the work is not immediately successful. Motivation and learning is two things that are each other influenced. In learning process, motivation is much needed, because someone who not has motivation in learning will not do learning activity. It is indication something that will be worked not touch its necessary. Motivation of learning can arise from intrinsic factor, in the form of success ambition and desire and motivation of requirement of learning, hope will dream. And extrinsic factor is existence of appreciation, learning area which conducive and activity of interesting learning. Motivation can help in comprehending and explains attitude of individual, include attitude of individual is being learning. There are important role from motivation in learning and study. They are:

d. The role of motivation in determining strengthening of learning. Motivation can role in strengthening of learning if a learning child given on to a problem required resolving and can only be broken with help of things that its pass through.

e. The role of motivation in clarifying purpose of learning. The role of motivation in clarifying purpose of learning has relation with learning meaning. The student will interest to study something, if it is studied have been its knowable or enjoyed the benefit for child.

f. Motivation determines learning diligence.

A child has motivates to study something, he/she will try to studies with good and diligent with hope get good result. In the case, seen that motivation in learn causes someone seriously to learning. On the contrary, if someone is less or doesn't have motivation to learn, so she/he is not durable to learn. She/he is easy tempted to doing something else and doesn't learn. It means motivation very influence to learning diligence.

B. Motivation In Learning English

According to (Brown, 1994:160) The students will succeed to reach good learning result influenced by some

factors. The factors consist of level of good intelligence, lesson according to talent owned, high interest and attention to lesson, the way of good learning, and learning strategy developed by teacher. Family situation is giving motivation to go forward. Besides, school surroundings, orderly, regular, discipline, are conducive for activity of students' competition in study. (Brown 1994:164) says that extrinsic motivation is carried out in anticipation of a reward from outside and beyond the self. The examples of this reward are money, prize, grades, punishment, etc. teachers, parents, friends, the surrounding and society usually give the extrinsic motivation. In learning, motivation is a very important factor because without good motivation the result of learning or achievement can be unsatisfactory. In order words, learning theory as practicing language teacher to account for variation in attainment a second language under the same set of conditions has cited attitude and motivation. Chanrasegeran (in Septikawati, 2007:13) says that the two are generally seen as related since logical that a positive attitude toward foreign language study and toward the language, in particular, motivates in learning a second language. (Septikawati, 2007:13) also states that in studying the target language, there are two types of such

motivation, and they are integrative motivation and instrumental motivation.

a. Integrative motivation is employed when learners wish to integrate themselves with and become a part of that. In this case, they desire to know as much as possible about the culture of the target language community.

b. Instrumental motivation describes a situation in which learners believe that the mastery of the target language will be instrumental in getting them a better job position or status. Conversely, learner with little interest or with low instrumental motivation will learn slowly and might stop learning while many instances of intrinsic motivation may indeed turn out to be integrated, some may not. For example, one could, for highly developed intrinsic purposes, wish to learn English in order to advance in a career or to succeed in an academic program. Likewise one could develop a positive affect toward the learning of English for extrinsic reasons, such as parental reinforcement or teacher's encouragement.

C. Indicator Motivation Learning English

The following are indicators of learning motivation:¹

1. Strong desire to learn

¹ Oemar Hamalik. *Proses Belajar Mengajar*. (Jakarta: Bumi Aksara, 2011), h. 43

2. The amount of time provided for studying
3. Willingness to abandon other obligations or duties.
4. Diligence in carrying out tasks
5. Study a lot
6. Do homework
7. Like the lesson
8. Have initiative
9. Get used to studying well
10. Enjoy the lesson
11. Like the lesson

D. Measure Students' motivation in Learning English

According to William and Burden to measure the student motivation in learning English are : The researcher used questionnaire to know about students motivation in learning English. The questionnaire consisted of 20 items, divided into 10 questions for observing intrinsic motivation statements and 10 questions for observing extrinsic motivation statements. The instrument has some alternative options based on Likert Scale : always, sometimes, and never. The questions of questionnaire are taken from William and Burden's framework about the indicator of motivated learner.

Table of questionnaire

No	Questions	Always	Sometimes	Never
1	Belajar Bahasa Inggris itu penting, oleh karena itu saya selalu bersungguh-sungguh untuk mengikuti pelajaran bahasa inggris di dalam kelas	34	22	14
2	Saya terus memperbaiki Bahasa Inggris dengan mengerjakan latihan yang diberikan guru kepada saya.	18	18	34
3	Saya bersungguh-sungguh memperhatikan saat guru	16	36	18

	menerangkan materi bahasa inggris di dalam kelas.			
4	Saya ingin mempelajari bahasa inggris sebanyak mungkin.	18	32	20
5	Saya mengerjakan pekerjaan rumah yang diberikan guru Bahasa Inggris kepada saya.	40	18	12
6	Saya menyukai pelajaran bahasa Inggris	30	4	36
7	Ketika saya memiliki masalah dalam memahami pelajaran Bahasa Inggris, saya meminta bantuan	40	6	24

	dari guru saya.			
8	Saya ingin Belajar Bahasa Inggris dengan baik sehingga menjadi terbiasa.	22	18	30
9	Saya sangat menikmati pelajaran Bahasa Inggris.	12	16	42
10	Saya sangat menyukai guru Bahasa Inggris.	30	4	36

The researcher formulated it into some statements in the questionnaire from the description. To know the students' English learning achievement, the researcher used their midterm scores as the documentation. The data was collected from the English teacher. After getting data from the students in the questionnaire, the researcher need to analyze the data and correlate between questionnaire result and students' English learning scores.

Table of students responding

NO	Alternative Answer	Frequency	Percentage
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1	Always	260	37,14
2	Sometimes	173	24,71
3	Never	266	38,15
Total		700	100

E. English Learning Achievement

According to (Hornby 2000: 11) achievement is a thing that somebody has done successfully, especially using their own effort and skill. It means student's effort and skill can determine their success. They can be easy to get the achievement in learning English if they have efforts and skills. According to (Kurniati, 2008: 11), achievement is accomplishment on a test of knowledge of skill also personal motive. Achievement refers to what somebody has done and can do. Something which a person can do, is called ability, while what he has done, usually through learning is achievement. In another definition Morgan defines that achievement is a powerful motive to accomplish something to succeed at what one undertakes and to avoid failure.

Based on the theories, achievement can be divided as the result that is gained by someone after learning the material of a subject matter within a certain period of time. Number usually symbolizes it. Tulus Tu'u says student learning achievement is learning result reached by

the students in following and doing the task and learning activity in the school. It is proved and shown through value or value number done by the teacher to student task. From the explanation above, we can conclude that learning achievement is the result that the learner has received after they learn the material of a subject matter within a certain period time. Achievement relates to learning activity that is the process while achievement is the result has received from learning actively and learning here. In this study, learning achievement is the score of the students after they got the test of English learning. In the other words, to measure the English achievement, we should give a test.

According to (Brown 2007: 9), a test is a method of measuring a person's ability or knowledge in a given area. Thus, by giving test, we will know whether our teaching is successful or not. From statement above, the writer concludes that a test is very necessarily that given to the students. By giving test, the teacher can be easy to know whether his/her teaching is successful or not, besides, the students can know their English achievement. English achievement is defined as the achievement gained by the students after have learned certain materials of English learning within certain period of time. It is usually symbolized by numbers.

F. Indicator Learning Achievement

The following are indicators of learning achievement:²

1. Intellectual ability

A person's ability to interact with their environment each with the use of a symbol. Ability including discrimination (differentiating a symbol from another other symbols), using several rules in solving problem.

2. Cognitive strategy

Learner skills to regulate internal processes, attention, learning, memory and thinking.

3. Verbal information

Ability to recognize and retain terms, facts and a series of facts that constitute a collection of knowledge.

4. Attitude

The circumstances within students that influence.

5. Skills

Skills in organizing movements so that they take shape smooth, orderly and timely movement.

G. Factors That Influence Achievement

Achievement is the result of someone gotten after they learn the material of a subject matter within a certain

² M.Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung :Remaja Rosdakarya,2017), hal.10

period time. According to (kurniati, 2004: 78) achievement is influenced by some factors. They are:

a. Intelligence In Macmillan Dictionary, intelligence has meaning as ability to learn from experience, to solve problem rationally, and to modify behavior with changes in environment, faculty of understanding and reasoning. High and low of intelligence had by a student determines it's the success reaching achievement of learning, including the other achievement based on kinds of intelligence that uppermost in they self.

b. Talent Talent is the ability that someone brings from born accepted as heritage from their parents. Every one has different ability that with the others. The ability owned by the students if they give opportunity to develop in study will be able to get the more high achievement. The students will choose the educational better pay attention the ability that they have.

c. Interest and attention

Interest and attention have correlation tightly. If the students have interest to the subject usually, they have high attention to the subject. Interest and attention will give impact to their achievement.

d. motif

Motif is motivation that makes someone make something. If the students have motif good and strong in

study, it will expand of effort and activity to get high achievement. The students who have not motivation in study, it will affect not good in their learning achievement.

e. The way of learning

The success of students is influenced by the way of them learning. The way that efficiency learning enables to get higher achievement compared with inefficiency way. The ways of learning efficiency are as follows: 22 1. Concentration before and at the time to learning. 2. Study again material which has been received. 3. Read material being studied accurately and good, and try dominating it as well as possible. 4. Try to finalize and so we problems.

f. Learning environmental Family

is one of high potency in giving influence to the students' achievement. The parents have given motivation, spirit, guide, and by, word to their children. Besides, the parents must have correlation and communication with their children. These are will influenced the students' achievement.

g. School

School is the second surrounding that give influence to the students' achievement. Therefore, school is education surrounding which have been structured, has

system and organization which good for investment of ethic value, morale, bounces, spiritual, discipline and science. Condition of conducive will push student to compete in learning. If the school successfully creates situation conducive for learning, the relation and communication everyone in the school created to be good, active and interactive learning method, supporting facilities and discipline Nowadays, the student faces so much threats and challenges. The achievement reached in learning has not optimal and obstructed. According to (Kartini 2004: 82) the other matter that can hamper the students' achievement are: Inhibiting from inside Inhibiting from inside consist of:

1. Health The students who their health always annoyed caused many time to rest. It makes them left of lesson. This student achievement possibility can not be optimal. Therefore, the parent needs to pay attention to their children health. The nutritious and clean foods are required attention.

2. Intelligence The student who has level of low intelligence will cause their ability to follow lesson activity. Intelligence influences fast or slow progress of student in learning.

3. Attention Attention here consists of attention in the house and in the school. Learning attention in the

house always annoyed by television, house condition and family condition. Learning attention in the school is annoyed by condition and situation in the classroom, its light to effort concentration. Adequate attention will cause unfavorable to result of learning.

4. Interest Interest is tendency to something. If the lesson developed by the teacher does not cause student interest or the student does not develop their interest in lesson, this is will make the students does not learn seriously. Result of learning is not optimal.

5. Talent Talent is potency that someone brings from born. The lesson followed by student unmatched to talent owned will not reach high result. Inhibiting from outside Inhibiting from outside consists of:

1. Family This factor can in the form of parent factor. For example, the way of parent educates their children with unfavorable, relationship between parent and child that unfavorable. Then, house condition factor. For example, situation of crowded house, the relation of family member that is less harmonious. Then, family economics factor, if family economics is less, requirement of life and learning equipment has not fulfilled and if family economics have been good, requirement of life and learning equipment can be fulfilled even more.

2. School School factor consists of learning method. For example, method used by teacher less suitable with matter, monotone, less variation, so that the student less interest and boring. The correlation between teacher and student factor, if the teacher is hates or dislike. So that results of learning less good. The correlation between the students, if the correlation the students is less, its will disturb result of learning. The teacher factor consists of teaching very fast, voice less hard, matter control is unfavorable, class control is low, low motivation. Facilities school factor. For example, building, room, table and chair, books, if it is less will, it disturbs results of learning.

3. School Discipline Less school discipline can influence not good to learning process. For example, the student who is not discipline will be let, and the student who is discipline will not. It will make un-justice taste to the students.

4. Society Mass media factor, for example, television, radio, and magazine. It can disturb learning time. Unfavorable friend factor, for example, friend is smoking, uses drugs, many play. Its will destroy learning achievement and student attitude.

5. Family Surrounding Family surrounding factor, for example, many unemployed, gambles, steal, drinks,

the way of speaking is undignified. Surrounding can influence the result of learning. 6. Organizational Activity Many organization activity besides can support result of learning, It can also disturb result of learning.

E. The Correlation Between Motivation And Achievement

According to (Brown 2007: 11) states that attitude and motivation are related to achievement in second language learning, and motivation of an integrative orientation, in particular, makes for more successful learning than motivation of an instrumental orientation. there are five factors that influence students' achievement automatically. They are students' interest, anxieties, and level of aspiration, needs, and their attitude of learning the subject. Therefore, motivation is one of the keys for the students to get success in learning English as a foreign language. Based on theory above, it can be conclude achievement is influenced by motivation. If the students have high motivation, it will result good achievement. If the students have less motivation, it will resulted bad achievement.

H. Operational Concept

The operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study as an abstract concept operated from research planning

which should be interpreted into particular words in order to be easy to measure. In this research, they as two variables:

1. Motivation in learning English (x) The indicators as follows: 27 27

- a. The students have attention in study English.
- b. The students always review the lesson.
- c. The students always read books in English.
- d. The students always active during learning process.
- e. The students always do the task.

2. Students' English Learning Achievement (y) The indicators as follows:

- a. The students can give expression agree and disagree.
- b. The students can identify meaning and information from the text.
- c. The students can arrange the word make the sentence that has meaning.
- d. The students can complete the text in from of descriptive.
- e. The students can give asking, giving and refusing service.

F. Previous study

In writing this thesis the researcher found some researches related to this research as follows :

1. The research from Erfina Novianis, The Correlation Between Motivation In Learning English And The English Learning Achievement Of The Second Year Of Sltpn 11 Kampar. This research similarity with my research where both investigate the correlation between students' motivation in learning English and the students' learning achievement in learning English. But this research focus on students' motivation and good achievement in English learning and my research focus on students' motivation and bad achievement in learning English.

